

1. Course title

Leadership, Power and Inequality (ANT002E)

2. Professor

Zachary Garfield

Assistant Professor at Mohammed VI Polytechnic University. Ph.D. (Anthropology, 2019, Washington State University).

3. Course Description

Leadership, Power, and Inequality is an integrative anthropology course designed for both undergraduate and master's students. This course delves into the multifaceted realms of leadership, power dynamics, and social inequality, drawing upon insights from cultural and evolutionary anthropology, psychology, political science, sociology, economics, and history. Through a comprehensive exploration, students will engage with questions surrounding the essence of effective leadership across diverse contexts, societies, and time periods, as well as the intricate processes by which individuals ascend to leadership roles and social inequalities emerge. Examining the factors influencing perceptions of leadership and preferences over leaders, the course will also analyze the intricate interplay of individual behavioral strategies and group dynamics in shaping leadership patterns. Furthermore, it delves into the ecological, economic, and social contexts that give rise to various forms of power and inequality, shedding light on how individuals perceive and evaluate these dimensions. Additionally, students will explore the impacts of power and powerlessness on social behaviors like cooperation and punishment. This course is primarily grounded in anthropology, but also takes an interdisciplinary and evolutionary approach, allowing students to leverage diverse methodologies, theoretical perspectives, and sources of data to develop a holistic understanding of human leadership, power, and inequalities. It fosters comparative analysis across various contexts, from subsistence-based societies to contemporary nation-states, and encourages the examination of causes and mechanisms that underlie leadership and inequality patterns, such as evolutionary, cultural, and institutional factors. In sum, this course equips students with a rich, multi-faceted understanding of leadership, power, and inequality, enabling them to critically assess and apply this knowledge in diverse real-world settings.

The design of this course draws on Dr. Bo Yun Park's *LDST 102 Leadership and the Social Sciences* and Dr. Chris von Reuden's *LDST 300: Theories and Models of Leadership* at the University of Richmond.

4. Course Objectives and Learning Outcomes

In this course, the core objectives are to provide students with a comprehensive understanding of leadership, power dynamics, and social inequality within an anthropological, evolutionary, and interdisciplinary framework. It aims to facilitate students' grasp of the determinants of effective leadership across diverse contexts, the factors contributing to variations in leadership perceptions, and the intricate mechanisms of power and inequality within varying ecological and social contexts. Through a multidisciplinary approach, students will gain proficiency in interpreting comparative, ethnographic, and diverse behavioral scientific data. By course completion, students will possess the knowledge and analytical skills necessary to critically assess and engage with issues pertaining to contemporary leadership and governance, power structures, and social disparities across behavioral

science fields, apply that knowledge to public policy debate and application, and to do so with reference to the full scope of human socio-cultural diversity.

5. Pedagogical Arrangement of the Course

The course starts with an introductory lecture, where the themes, central issues, and structure of the course are discussed. Following these, each meeting will be organized in the form of student-led group discussions, where individual students or small groups of students will be prepared to provide an overview of the assigned readings, including a summary of the material, connections to other material previously introduced in the course, and critical reflections on assumptions, interpretations, and implications of the content, while also leading the group discussion with the assistance of the professor. This also include preparing a “hand out” to accompany their presentation. Other students (not presenting) will be required to prepare and submit a discussion question ahead of class and reply to other student’s discussion question (on Canvas). Students should also be prepared to discuss their questions, the readings, and the presentation during class. The goal of these discussions is to develop an understanding of the subject of the readings and the implications of the content/theory presented there, together with group critical assessment of the text and its content. Students will also complete a comparative ethnographic report related to leadership, power, and/or inequality and linkages to governance or public policy (Assessment 2).

6. Main Reference

There is no single textbook for this course. All readings will be delivered as PDF.

7. Complementary References:

Assigned readings delivered as PDF.

8. Assessment and Grading:

Evaluation	% of Total Course Grade
Participation and Attendance (Additional Activity 1)	10%
In-class presentation & handout (Additional Activity 2)	20%
Comparative ethnographic report (Additional Activity 3)	20%
Mid-Term Assessment	20%
Final Exam	30%

Assessments	Details
Mid-Term Assessment	Instructions delivered on Week 5 In-class exam on all course content before Week 7.
Final Exam	3 Hours during the Finals period In class exam on all course content.
Assessment 2	Participation and Attendance (see Additional Activity 1)
Assessment 3	In-class readings presentation and handout (see Additional Activity 2)
Assessment 4	Comparative ethnographic report (see Additional Activity 3)

9. Detailed Course Plan

Sessions	Contenu détaillé et évaluations
Week I Session I (3 Hours) 13 Jan	<p>Session Title Introduction to Leadership, Power and Inequality</p> <p>Session Details</p> <p>Objectives This week aims to provide students with a foundational understanding of the course's core concepts, including leadership, power, and inequality. By the end of the session, students will be familiar with key terminology and will recognize the significance of these concepts in the context of behavioral science.</p> <p>Planning</p> <ul style="list-style-type: none"> • Introduction to the course and its key concepts. • Distinguishing related concepts across the social sciences • Discussion of essential readings and their relevance to the course's themes. <p>Key outcomes</p> <ul style="list-style-type: none"> • Students will have a clear grasp of the course's main concepts. • Students will understand the relevance of leadership, power, and inequality to the field of behavioral science. • Student's will develop a nuanced understanding of conceptions of leadership, power, status, etc., as represented across social scientific disciplines.

	<p>Session Material</p> <p>Mandatory reading:</p> <ul style="list-style-type: none"> Blader, S. L., & Chen, Y.-R. (2014). What's in a name? Status, power, and other forms of social hierarchy. In <i>The psychology of social status</i> (pp. 71–95). [9798 words] <p>Supplementary readings:</p> <ul style="list-style-type: none"> Kantner, J. (2010). Identifying the pathways to permanent leadership. In <i>The Evolution of Leadership: Transitions in Decision Making from Small-Scale to Middle-Range Societies</i> (pp. 249–281). [12529 words] Rothman, J. (2016, Feb. 29). Shut up and sit down: Why the leadership industry rules. <i>The New Yorker</i> [4617 words]
<p>Week 2 Session 2 (3 Hours) 18 Jan</p>	<p>Session Title History and origins of leadership theory</p> <p>Session Details</p> <p>Objectives This session explores the philosophical foundations of leadership, from traditional classics to contemporary theories. By the end of the session, students will understand the evolution of leadership theories and their significance in anthropological and social contexts.</p> <p>Planning</p> <ul style="list-style-type: none"> Introduction to philosophical foundations of leadership studies Examination of leadership theories, including charismatic and transformational leadership. Discussion of political anthropology and its relevance to leadership studies. <p>Key outcomes</p> <ul style="list-style-type: none"> Students will be familiar with the historical and philosophical underpinnings of leadership theories. Students will grasp the evolution of leadership concepts and their applicability to anthropology. <p>Session Material</p> <p>Mandatory reading:</p> <ul style="list-style-type: none"> Antonakis, J. and Day, D. <i>The Nature of Leadership</i>, Ch. 1. Leadership: Past, Present, and Future, pp 3 – 16 [6079 words]. Lewis, H. S. (1974). <i>Leaders and followers: Some anthropological perspectives</i>. pp. 3-21. <p>Supplementary readings:</p> <ul style="list-style-type: none"> Hunt, T., & Fedynich, L. (2019). <i>Leadership: Past, Present, and Future: An Evolution of an Idea</i>. 8, 22–26. Fortes, M., Evans-Pritchard, E. E., & Dempster, R. (1955). <i>African political systems</i>. Ch. 1, Introduction. Garfield, Z. H., von Rueden, C., & Hagen, E. H. (2019). The evolutionary anthropology of political leadership. <i>The Leadership Quarterly</i>, 30(1), 59–80. Sections 1 – 3.
<p>Week 3 Session 3 (3 Hours) 25 Jan</p>	<p>Session Title Evolutionary approaches to leadership studies</p> <p>Session Details</p> <p>Objectives This session delves into the evolutionary aspects of leadership. By the end of the session, students will comprehend the evolutionary theories related to leadership and their implications for understanding human behavior.</p> <p>Planning</p>

- Introduction to the evolution of leadership.
- Exploration of research on the origins and evolution of leadership.
- Discussion of evolutionary approaches to leadership.
- Introduction to ecological variation underlying patterns in leadership and inequality.

Key outcomes

- Students will gain insights into the evolutionary ecological aspects of leadership.
- Students will recognize the role of evolutionary theory in shaping leadership studies.

Session Material

Mandatory reading:

- King, A. J., Johnson, D. D. P., & Van Vugt, M. (2009). The origins and evolution of leadership. *Current Biology*, 19, R911-916.
- Van Vugt, M., & von Rueden, C. R. (2020). From genes to minds to cultures: Evolutionary approaches to leadership. *Special Issue on Evolution and Biology of Leadership*, 31(2), 1-7.

Supplementary readings:

- Kaplan, H. S., Hooper, P. L., & Gurven, M. (2009). The evolutionary and ecological roots of human social organization. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 364, 3289–3299.
- Eerkens, J., Vaughn K. J., & Kanter, J. (2010). Introduction: The evolution of leadership. In *The Evolution of Leadership: Transitions in Decision Making from Small-Scale to Middle-Range Societies* (pp. 249–281).
- Garfield et al. (2019). The evolutionary anthropology of political leadership. Sections 5-6.

Week 4
Lab I
1 Feb
(2 Hours)

Lab session

Introduction to the eHRAF, the ethnographic record, and cross-cultural research methods.
Ethnographic film TBD.

Week 5
Session 4
5 Feb
(3 Hours)

Session Title

Patterns and observations of leadership in non-industrialized societies

Session Details

Objectives

This session focuses on real-world observations of leadership in small-scale societies. By the end of the session, students will understand the complexities of leadership in different cultural contexts.

Planning

- Study of leadership in middle-range African societies.
- Examination of leadership among Martu Aborigines.
- Analysis of leadership in small-scale societies.

Key outcomes

- Students will have a nuanced understanding of leadership in small-scale societies.
- Students will be able to evaluate the significance of cultural context in leadership dynamics.

Session Material

Mandatory reading:

- Glowacki, L., & von Rueden, C. (2015). Leadership solves collective action problems in small-scale societies. *Philos Trans R Soc Lond B Biol Sci*, 370 (pp. 2-11).
- Garfield et al. (2019). The evolutionary anthropology of political leadership. Section 4.

Supplementary readings:

- Bird, D. W & Bliege-Bird, R. (2010). Competing to Be Leaderless: Food Sharing and Magnanimity among Martu Aborigines. In *The Evolution of Leadership: Transitions in Decision Making from Small-Scale to Middle-Range Societies* (pp. 21-50).

	<ul style="list-style-type: none"> • Kusimba, C. M. & Kusimba, S. B. (2010). Leadership in Middle-Range African Societies. In <i>The Evolution of Leadership: Transitions in Decision Making from Small-Scale to Middle-Range Societies</i> (pp. 223-248). • Singh (2021), <i>Beyond the !Kung</i>, Aeon.
<p>Week 6 Session 5 15 Feb (2 Hours)</p>	<p>Session Title Behavioral and contextual correlates of leaders(hip)</p> <p>Session Details</p> <p>Objectives This session explores the traits of leaders and contexts of leader emergence. By the end of the session, students will recognize the various traits and behaviors associated with leadership and understand their relevance in different situations.</p> <p>Planning</p> <ul style="list-style-type: none"> • Investigation of the impact of personality on leadership. • Examination of 'big men' leadership. • Discussion of contextual factors affecting leadership. <p>Key outcomes</p> <ul style="list-style-type: none"> • Students will be able to identify behavioral and contextual factors contributing to leadership. • Students will grasp the complexities of leadership dynamics. <p>Session Material Mandatory reading:</p> <ul style="list-style-type: none"> • Wiessner, P. (2010). The Power of One? Big Men Revisited. In <i>The Evolution of Leadership: Transitions in Decision Making from Small-Scale to Middle-Range Societies</i> (pp. 195-222). <p>Supplementary readings:</p> <ul style="list-style-type: none"> • Antonakis, J. & Eubanks, D. (2017). Looking leadership in the face. <i>Current Directions in Psychological Science</i> 26, 270-275. • Pendleton, D. & Furnham, A. (2012). The impact of personality on leadership. In <i>Leadership: All You Need To Know</i> (pp. 135-154). Springer.
<p>Week 7 22 Feb (2 Hours)</p>	<p>Midterm exam</p>
<p>MID-TERM BREAK (Week 8, Feb 26 – Mar 1) NO COURSES</p>	
<p>Week 9 Session 6 7 March (2 Hours)</p>	<p>Session Title Gender, leadership and inequality</p> <p>Session Details</p> <p>Objectives This session focuses on the intersection of gender, leadership, and inequality. By the end of the session, students will recognize the impact of gender on leadership dynamics and understand the implications for inequality.</p> <p>Planning</p> <ul style="list-style-type: none"> • Examination of women's leadership in the Ecuadorian Amazon. • Exploration of sex differences in the quest for status. • Discussion of the rise of female leaders in contemporary contexts. <p>Key outcomes</p> <ul style="list-style-type: none"> • Students will understand the role of gender in shaping leadership and inequality. • Students will be able to evaluate gender disparities in leadership and its consequences.

Session Material

Mandatory reading:

- von Rueden, C., Alami, S., Kaplan, H., & Gurven, M. (2018). Sex differences in political leadership in an egalitarian society. *Evolution and Human Behavior*, 39(4), 402–411.
- Eagly, A. (2020). Once more: the rise of female leaders. APA Research Brief. (pp. 1-7).

Supplementary readings:

- Bowser, B. & Patton, J. (2010). Women 's Leadership: Political Alliance, Economic Resources, and Reproductive Success in the Ecuadorian Amazon. In *The Evolution of Leadership: Transitions in Decision Making from Small-Scale to Middle-Range Societies* (pp. 51-72).
- Boyer, P. *Minds Make Societies*, (pp. 150-162).
- Benenson, J. F., & Abadzi, H. (2019). Contest versus Scramble Competition: Sex Differences in the Quest for Status. *Current Opinion in Psychology*.
- Mattison, S. M., Mattison, P. M., Beheim, B. A., Liu, R., Blumenfeld, T., Sum, C.-Y., ... Alami, S. (2023). Gender disparities in material and educational resources differ by kinship system.
- Alami, S., von Rueden, C., Seabright, E., Kraft, T. S., Blackwell, A. D., Stieglitz, J., ... Gurven, M. (2020). Mother's social status is associated with child health in a horticulturalist population.
- Garfield et al. (2019). The evolutionary anthropology of political leadership. Section 8.

Week 10
Session 7
14 March
(2 Hours)

Session Title

The evolution of inequality Pt. 1

Session Details

Objectives

This session explores the emergence of inequality in human societies. By the end of the session, students will understand the factors contributing to inequalities in various contexts, including the Upper Paleolithic.

Planning

- Examination of inequalities in the Upper Paleolithic.
- Analysis of the oasis theory of agricultural intensification.
- Discussion of institutionalized inequality in hunter-gatherer societies.

Key outcomes

- Students will gain insights into leadership in pre-modern state contexts.
- Students will understand the historical and economic determinants of state performance.

Session Material

Mandatory reading:

- Mattison, S. M., Smith, E. A., Shenk, M. K., & Cochrane, E. E. (2016). The evolution of inequality. *Evolutionary Anthropology: Issues, News, and Reviews*, 25, 184–199.

Supplementary readings:

- Hayden, B. (2021). Foragers or « Feasters? » Inequalities in the Upper Palaeolithic. *PALEO. Revue d'archéologie Préhistorique*, (Hors-série), 36–49.
- Gurven, M., Borgerhoff Mulder, M., Hooper, P. L., Kaplan, H., Quinlan, R., Sear, R., ... Bell, A. (2010). Domestication alone does not lead to inequality: Intergenerational wealth transmission among horticulturalists. *Current Anthropology*, 51, 49–64.
- Smith, E. A., & Coddling, B. F. (2021). Ecological variation and institutionalized inequality in hunter-gatherer societies. *Proceedings of the National Academy of Sciences*, 118(13), e2016134118. (pp. 1-9).
- Medupe, D., Roberts, S. G., Shenk, M. K., & Glowacki, L. (2023). Why did foraging, horticulture and pastoralism persist after the Neolithic transition? The oasis theory of agricultural intensification. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 378(1883), 20220300.

Week 11

Session Title

Session 8
21 March
(2 Hours)

The evolution of inequality Pt. II

Session Details

Objectives

This session continues the exploration of the emergence of inequality. By the end of the session, students will be familiar with the privatization of resources and the evolution of managerial elites in intermediate societies.

Planning

- Study of the privatization of resources and prehistoric leadership strategies.
- Examination of the evolution of managerial elites.
- Discussion of causal mechanisms in social evolution.

Key outcomes

- Students will comprehend the mechanisms contributing to inequality.
- Students will understand the roles of resource privatization and managerial elites in social evolution.

Session Material

Mandatory reading:

- Fukuyama, F. (2011). Tribal societies: property, justice, war. From *The Origins of Political Order* (pp. 64-79).

Supplementary readings:

- Stanish, C. (2010). The Evolution of Managerial Elites in Intermediate Societies. In *The Evolution of Leadership: Transitions in Decision Making from Small-Scale to Middle-Range Societies* (pp. 97-120).
- Carneiro, R. L. (2000). The transition from quantity to quality: A neglected causal mechanism in accounting for social evolution. *Proceedings of the National Academy of Sciences*, 97, 12926–12931.
- Eerkins, J. (2010). Privatization of Resources and the Evolution of Prehistoric Leadership Strategies. In *The Evolution of Leadership: Transitions in Decision Making from Small-Scale to Middle-Range Societies* (pp. 73-96).
- Dow, G. K., & Reed, C. G. (2023). The economics of early inequality. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 378(1883), 20220293. (pp.

Week 12
Session 9
28 March
(2 Hours)

Session Title

Patterns and observations of leadership in post-industrialized states

Session Details

Objectives

This session investigates leadership in post-industrialized, large-scale, and state contexts. By the end of the session, students will recognize the historical and economic factors influencing state performance.

Planning

- Examination of state evolution from foraging groups to agrarian states.
- Study of the effect of European monarchs on state performance.
- Analysis of historical cases in France and Japan.

Key outcomes

- Students will gain insights into leadership in pre-modern state contexts.
- Students will understand the historical and economic determinants of state performance.

Session Material

	<p>Mandatory reading:</p> <ul style="list-style-type: none"> Den Hartog, D. N. & Dickson, M. Leadership, Culture, and Globalization In <i>The Nature of Leadership</i>, (Ch. 13, pp 327 – 353). <p>Supplementary readings:</p> <ul style="list-style-type: none"> Johnson, A. W., & Earle, T. K. (1987). The evolution of human societies: From foraging group to agrarian state. Ch. 15 France and Japan in the Middle Ages. (pp. 294-301). Ottinger, S. & Voigtlander, N. (2022). History's masters: the effect of European monarchs on state performance.
<p>Week 13 Lab 2 4 April (2 Hours)</p>	<p>Lab Session 2 Ethnographic film: <i>Onka's Big Moka</i>. Group exercises on course concepts observed in a nonindustrial society.</p>
<p>Week 14 Session 10 18 April (2 Hours)</p>	<p>Session Title The cultural evolution of states</p> <p>Session Details Objectives This session delves into the cultural evolution of states. By the end of the session, students will recognize the role of culture in shaping state structures and dynamics.</p> <p>Planning</p> <ul style="list-style-type: none"> Exploration of the cultural evolution of states. Analysis of historical and contemporary cases of state evolution. <p>Key outcomes</p> <ul style="list-style-type: none"> Students will understand the cultural factors influencing state evolution. Students will be able to evaluate the dynamics of state development and transformation. <p>Session Material Mandatory reading:</p> <ul style="list-style-type: none"> Turchin, P. (2015). <i>Ultrasociety: How 10,000 Years of War Made Humans the Greatest Cooperators on Earth</i>, pp. 1-22. <p>Supplementary readings:</p> <ul style="list-style-type: none"> Carneiro, R. (1970). A theory of the origin of the state. <i>Science</i> Turchin, P. (2015). <i>Ultrasociety: How 10,000 Years of War Made Humans the Greatest Cooperators on Earth</i>, pp. 131-180

10. Complementary Activities

Activities	Detailed Content
Assessment 1 & 2	Exams (mid-term is 20% of final grade; final is 30% of final grade) The mid-term and final exams will take the form of multiple-choice questions about the content discussed in class with the students and presented in readings. Review sheets will be provided in advance to facilitate preparation.
Assessment 3 (Participation & Attendance Additional Activity 1)	Active engagement (10% of final grade) <i>Weekly questions:</i> The students will be required to submit on Canvas a discussion question and a reply to another student's question. Questions should be constructive and appropriate for the level of the course (i.e., they should not always be purely definitional, but rather aimed at larger concepts). These submissions will be due the day before class.
Assessment 4 (Additional Activity 2)	Presentations and Oral work (20% of final grade) <i>In-class presentation and handout:</i> Students will also be randomly assigned one week where they will lead class discussion with a small group of their peers. Students in such groups will take turns summarizing

	<p>readings and facilitating discussion as they see fit. As a group, they will prepare a Handout, summarizing the readings and their interpretations, which will be delivered to the class before the course meeting. The Handouts should be no more than two pages and can be in the form of a bulleted list, tables, infographics, or any other form the students wish to summarize the content easily and succinctly from the weeks reading. The students should not prepare a slideshow for their week of leading discussion. (20% of final grade: 10% for hand out, 10% for presentation)</p>
<p>Assessment (Additional Activity 3)</p>	<p>5 Comparative ethnographic report (20% of final grade)</p> <p>The comparative ethnographic report is worth 20% of the final grade. Precise instructions on the format of the presentation and its evaluation will be given in class during the second week.</p>